



ELL Adaptation For **Balkan Basics**

Students are introduced to the cultural, historical, and economic characteristics of the Balkans.

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Grade Level	6-8
Duration	3 class periods

ELL Adaptation by M. Barbara Stout

SLOP Elements		
<p>Preparation Adapting content Linking to background Linking to past learning Strategies used</p>	<p>Scaffolding Modeling Guided practice Independent practice Comprehensible input</p>	<p>Grouping Option Whole class Small groups Partners Independent</p>
<p>Integrating Processes Reading Writing Speaking Listening</p>	<p>Application Hands on Meaningful Linked to objectives Promotes engagement</p>	<p>Assessment Individual Group Written Oral</p>

TESOL Standard(s)
ESL: English For Content
Through The Use Of ESL Methodologies, The Student Will:
EFC-A. Create, read and interpret visual information relating to science, social studies and math.
 A4. Create charts to organize information.
 A5. Create visuals to present information.
EFC-E. Comprehend reading materials..
 E3. Use new English vocabulary.

Arizona ELP Standards
Stage IV
Reading
Basic Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate knowledge of reading comprehension by:
 B-4: answering who, what, where, when, why, which and how questions about text.
 B-14: drawing conclusions from information implied or inferred in a literary selection.

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B-24: locating information from external text within nonfiction text for a specific purpose.

B-28: interpreting information in functional documents (e.g., maps, schedules, letters, graphic organizers) for a specific purpose.

B-29: comparing and contrasting two items within an expository text.

Stage IV

Basic

Writing

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres. The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:

B-3: taking notes using a teacher selected and student created graphic organizer or cloze notes.

Standard 4: The student will integrate elements of effective writing to develop engaging and focused text. The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:

B-1: writing text that incorporates details.

B-3: writing a paragraph using selected words that convey intended meaning.

Overview

For three decades, the Balkans have had unrest. Even today, United States peacekeeping troops are still in this area. Students should understand some of the reasons for this area to have such unrest.

Key Vocabulary

Monetary - Relating to money

Literacy rate – Percentage of people who can read and write.

GDP (Gross Domestic Product) - The amount of goods and services in a county divided by the population of said country.

Ethnic group - People of the same race or nationality who share a culture

Ancestors - One from whom an individual, group, or species is descended.

Culture - Characteristic features of everyday life shared by people in a particular place or time

Additional Materials Needed for ELL

- Balkan Basics Country Profile T-Chart
- Balkan Basics paragraph frame and model
- Balkan Basics Country Profile Questions (underlined version)
- Balkan ELL Vocabulary Handout
- Balkan Basics Boogaloo (optional) can be recited as a poem each day.

Procedures

SESSION ONE

1. Hand students the "Balkan Basics Anticipatory Set" (KWL) handout with "What I know about the Balkans," "What I want to know about the Balkans," and "What I learned about the Balkans." Have the students fill out the first two columns of the paper and leave "What I Learned" blank. **(Preparation: Linking to Background; Scaffolding: Independent practice)**

2. After they finish completing the worksheet, list their responses on the board. **(Integrating Processes: Speaking)**

3. Ask the students, *"What countries represent the Balkans and where are they located on the map? Do you know anyone from one of these countries?"*

4. Show the students what countries are included in the Balkans on the "Outline map of Central and Eastern Europe". (Bosnia/Herzegovina, Macedonia, Croatia, Kosovo, Slovenia, Serbia and Montenegro.)

5. Distribute the Balkan Basics ELL Vocabulary Handout. Go over the words and definitions with the students. Have them draw pictures to represent the term. Then make index card with vocabulary word on one side and definition or picture on the other. Give them time to practice.

6. Distribute the Balkan Basics Country Profile Chart and briefly explain how to read the chart.

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7. Distribute the Balkan Basics Country Profile Tchart to students. Have students work in pairs to fill in the chart. **(Grouping: Partner; Application: Meaningful, Hands-on)**

SESSION TWO

1. Distribute the Balkan Basics Country Profile "Questions worksheet." Students work with partners to answer the questions utilizing the Balkan Basics Country Profile Chart. **(Grouping: Partner)**

2. Correct answers to the Balkan Basics Country Profiles Questions.

3. Go over the paragraph frame and show students how to take information off their chart and place it in the paragraph frame. **(Scaffolding: Modeling; Integrating Processes: Writing)**

4. Review with the students the KWL chart.

SESSION THREE

Complete their writing.

Assessment

Beginning ELL may make a graph of the GDP and literacy rate for each country. Beginning ELL should be paired with an English student and answer questions 1, 2, 3, 5, 6, 9, 12, 13, and 14. Seven out of 9 correctly answered is considered mastery. Beginning ELL can write at least one sentence comparing two countries.

Intermediate ELL should answer questions 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14. Eleven out of 14 correctly answered is considered mastery. Intermediate ELL should be able to take the test with other students although they may need more time. Intermediate ELL should be able to use the paragraph frame to write at least 4 sentences comparing two countries.

